

## HOLLY SPRINGS—MOTLOW ELEMENTARY

325 Motlow School Rd.  
Campobello, SC 29322

**GRADES** K-6 Elementary School

**ENROLLMENT** 318 Students

**PRINCIPAL** David Craft 864-895-2453

**SUPERINTENDENT** Dr. James A. Littlefield 864-472-2846

**BOARD CHAIR** Henry T. Gramling 864-472-2846

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	44	4	1	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

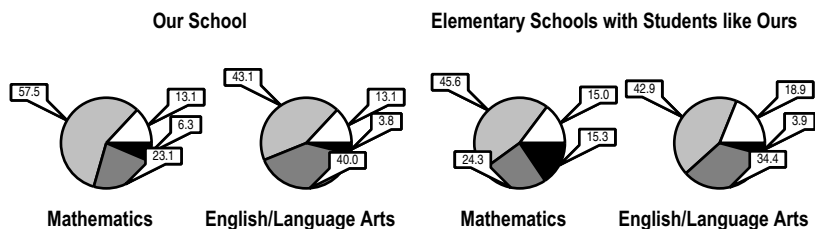
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	29	42	40
Percent satisfied with learning environment	100.0%	85.7%	89.7%
Percent satisfied with social and physical environment	100.0%	85.7%	84.6%
Percent satisfied with home-school relations	100.0%	90.5%	94.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	170	100.0	13.1	43.1	40.0	3.8	43.8	17.6
Gender								
Male	76	100.0	11.3	50.7	33.8	4.2	38.0	17.6
Female	94	100.0	14.6	37.1	44.9	3.4	48.3	17.6
Racial/Ethnic Group								
White	163	100.0	12.4	42.5	41.2	3.9	45.1	17.6
African-American	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	151	100.0	11.6	41.1	43.2	4.1	47.3	17.6
Disabled	19	100.0	28.6	64.3	7.1	N/A	7.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	170	100.0	13.1	43.1	40.0	3.8	43.8	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	166	100.0	12.2	42.9	41.0	3.8	44.9	17.6
Socio-Economic Status								
Subsidized meals	76	100.0	22.7	53.0	24.2	N/A	24.2	17.6
Full-pay meals	94	100.0	6.4	36.2	51.1	6.4	57.4	17.6

Mathematics								
All students	170	100.0	13.1	57.5	23.1	6.3	29.4	15.5
Gender								
Male	76	100.0	9.9	54.9	25.4	9.9	35.2	15.5
Female	94	100.0	15.7	59.6	21.3	3.4	24.7	15.5
Racial/Ethnic Group								
White	163	100.0	11.8	57.5	24.2	6.5	30.7	15.5
African-American	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	151	100.0	13.7	54.1	25.3	6.8	32.2	15.5
Disabled	19	100.0	7.1	92.9	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	170	100.0	13.1	57.5	23.1	6.3	29.4	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	166	100.0	12.8	57.7	23.1	6.4	29.5	15.5
Socio-Economic Status								
Subsidized meals	76	100.0	18.2	62.1	19.7	N/A	19.7	15.5
Full-pay meals	94	100.0	9.6	54.3	25.5	10.6	36.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	37	N/A	5.4	40.5	48.6	5.4	54.1
	Grade 4	50	N/A	4.0	38.0	52.0	6.0	58.0
	Grade 5	38	N/A	23.7	57.9	18.4	N/A	18.4
	Grade 6	50	N/A	10.0	38.0	38.0	14.0	52.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	5.3	42.1	50.0	2.6	52.6
	Grade 4	38	100.0	8.6	48.6	40.0	2.9	42.9
	Grade 5	47	100.0	15.6	48.9	33.3	2.2	35.6
	Grade 6	46	100.0	21.4	33.3	38.1	7.1	45.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	37	N/A	48.6	35.1	13.5	2.7	16.2
	Grade 4	50	N/A	8.0	28.0	36.0	28.0	64.0
	Grade 5	38	N/A	29.7	45.9	16.2	8.1	24.3
	Grade 6	50	N/A	12.0	44.0	28.0	16.0	44.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	15.8	47.4	31.6	5.3	36.8
	Grade 4	38	100.0	8.6	71.4	11.4	8.6	20.0
	Grade 5	47	100.0	13.3	66.7	20.0	N/A	20.0
	Grade 6	46	100.0	14.3	45.2	28.6	11.9	40.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 318)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 4.9%	2.4%	2.4%
Attendance rate	96.0%	Down from 96.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	21.9%	Down from 26.0%	21.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.4%	Down from 5.4%	7.3%	8.0%
Older than usual for grade	0.3%	Down from 1.2%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	60.9%	Down from 68.0%	54.3%	50.0%
Continuing contract teachers	95.7%	Up from 84.0%	90.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	95.0%	Up from 94.2%	87.8%	86.2%
Teacher attendance rate	96.5%	Up from 96.2%	95.6%	95.3%
Average teacher salary	\$40,518	Up 2.0%	\$41,247	\$39,909
Prof. development days/teacher	11.3 days	Up from 8.6 days	10.7 days	11.4 days

School				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio	21.3 to 1	Up from 20.8 to 1	19.7 to 1	18.9 to 1
Prime instructional time	91.5%	Down from 91.6%	90.3%	89.7%
Dollars spent per pupil*	\$6,254	Down 0.6%	\$5,616	\$5,892
Percent spent on teacher salaries*	59.9%	Down from 60.8%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Having received accreditation from the Southern Association of Colleges and Schools Committee (SACS), Holly Springs-Motlow Elementary School witnessed a very prosperous 2002-2003 school year. We proudly welcomed on-site visits from the 2002 SC Exemplary Reading Committee and the 2002 SC Exemplary Writing Committee. The 2002 SC Exemplary Reading Committee recognized HSMES as one of four honor schools in the state.

Our PACT scores were excellent; however, our continuing goal is to improve. Teacher in-services that focused on intense familiarity of the SC State Standards were provided to assist with this endeavor and will continue. Students were allowed opportunities for academic assistance in the areas of math and language arts through an Extended Day Program. The Reading Recovery Program was utilized with at-risk first graders; however, these identical strategies were also practiced in grades kindergarten-six. Vertical Teaming ensured a continuum of instruction. All teachers were active in developing vertical units for use in the 2003-2004 school year.

The School Improvement Council, the PTA, parent volunteers, churches, and the surrounding community and local businesses, provided tremendous support. Our Giving Back Campaign, organized by the school, the PTA, and the local churches, generously assisted one hundred ten families during the Thanksgiving and Christmas season with food and clothing. HSMES's PTA and students hosted its annual "Grandparents' Day" entertaining more than three hundred participants.

The Spartanburg County Parks and Recreation organization provided an after-school childcare program on our campus. Two community civic organizations, the Holly Belles and the Holly-Springs Ruritan, also used our facility.

Parents and children participated in Technology Tuesdays, a program designed to familiarize families with computers and the Internet. All students competed in the county's exceptional behavior program, Terrific Kids. Low student/teacher ratio positively affected provisions for our students; however, the school population continues to grow.

Our Resource Officer, the School Nurse, and the secure locking doors, ensures maximum safety at HSMES. Dedicated faculty and staff committed themselves to provide a safe, student-centered learning environment that produced, and will continue to produce, knowledgeable and successful adults in an ever-changing and technological society.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.